8.W.1.1 Students can **compose** <u>narrative</u>, <u>descriptive</u>, <u>expository</u>, and <u>persuasive</u> text of five paragraphs.

Learning targets to meet this standard:
- Choose and identify a topic
- Identify main ideas
- List supporting details
- Introduce thesis statement
- Develop an introductory paragraph
- Develop at least 3 supporting paragraphs
- Develop a concluding paragraph
- Revise for unity and cohesiveness

Verbs Defined:
- Compose - write/put thoughts into words

Key Terms Defined:
- Narrative - writing that tells a story
- Descriptive - writing that describes a person, place, or object
- Expository - writing that explains
- Persuasive - writing that attempts to change the thinking of the audience

Teacher Speak:
Students can compose (write) narrative (writing that tell a story), descriptive (writing that describes), expository (writing that explains), and persuasive (writing that persuades) texts of five or more paragraphs.

Student Speak:
I can write (compose) text in a story (narrative), text that describes (descriptive), text that explains (expository), and text that persuades (persuasive) of five or more paragraphs.

Examples:

Possible resources/references:
<u>Image Grammar</u> by Harry R. Noden

8.W.1.2 Students can **revise** writing for <u>ideas and content</u>.

Learning targets to meet this standard:
- Improve ideas and content, voice, and word choice
- Show rapid, and easy expression of ideas in writing
- Improve organization of ideas
- Use feedback to improve writing

Verbs Defined:
- Revise - change writing by adding, deleting, or moving ideas and details around

Key Terms Defined:
- Ideas and content - clear and focused topic

Teacher Speak:
Students can revise (change writing by adding, deleting or moving ideas and details around) writing for ideas and content (clear and focused topic).

Student Speak:
I can change my writing by adding, deleting, or moving ideas and details around (revise) for a clear and focused topic (ideas and content).

Examples:

Possible resources/references:

8.W.1.3 Students can **compose** text using information from multiple <u>sources</u> to support a topic.

Learning targets to meet this standard:
- Use paraphrasing to summarize information
- Support a chosen topic with information from various sources.
- Use both primary and secondary sources to enrich understanding of information.
- Create an outline to organize information.
- Cite sources

Verbs Defined:
- Compose - write

Key Terms Defined:
- Sources – published reference material

Teacher Speak:
Students can compose (write) text using information from multiple sources to support a topic.

Student Speak:
I can write (compose) text using information from more than one source to support a topic.

Examples:
Primary (autobiography, diary, journal, interview)
Secondary (reference books, newspapers, magazines)

Possible resources/references:

8.W.2.1 Students can **edit** text for <u>run-on sentences</u> and <u>fragments</u>.

Learning targets to meet this standard:
- Identify complete sentences
- Identify run-on sentences
- Identify fragments in sentences

Verbs Defined:
- Edit - to replace or delete words, phrases, and sentences that sound awkward or confusing

Key Terms Defined:
- Run-on sentences - two or more complete sentences that are written as one sentence
- Fragments - a group of words that is only a part of a sentence

Teacher Speak:
Students can edit (replace or delete words, phrases, and sentences that sound awkward or confusing) text for run-on sentences (two or more complete sentences that are written as one sentence) and fragments (a group of words that is only a part of a sentence).

Student Speak:
I can replace or delete words, phrases, and sentences that sound awkward or confusing (edit) from a text for two or more complete sentences that are written as one sentence (run-on sentences) and a group of words that is only a part of a sentence (fragments).

Examples:

Possible resources/references:

8.W.2.2 Students can **identify** and **incorporate** <u>adverbs</u> in the writing process.

Learning targets to meet this standard:
- Review verbs and adjectives
- Examine adverbs in text
- Identify purposes of adverbs
- Use adverbs in writing

Verbs Defined:
- Identify – show what I know
- Incorporate – correctly use

Key Terms Defined:
- Adverb – a word that describes a verb, adjective, or another adverb; tells how, when, where, why, how often, or how much

Teacher Speak:
Students can identify (show what they know) and incorporate (use correctly) adverbs in the writing process.

Student Speak:
I can show what I know (identify) and correctly use(incorporate) adverbs in the writing process.

Examples:

Possible resources/references: